Strategies for supporting pupils with SEND in Mathematics lessons.

Individual Need	Maths: Everyone Can Strategies to Support
Attention Deficit Hyperactivity Disorder	• A non-confrontational approach will be used in every aspect of the maths lesson • Adult support during the key skills and flashback sessions where children are using whiteboards to record their answers • Verbal praise is given whenever necessary to help boost confidence and self-esteem • Use of pictorial representations to support the learning taking place • We use concrete resources to support new mathematical concepts
Anxiety	• A trusting relationship will be nurtured between all adults in the classroom and the child. This relationship will enable the adult to know any triggers or changes in behaviour that may becaused by the child feeling anxious • Giving feedback or answers is always a non-compulsory option during any maths lesson so that children are not 'put on the spot' or made to feel pressured or uncomfortable. • Maths lessons are calm and quiet where children can focus on the learning taking place • If children feel overwhelmed by the classroom environment, they can use a quiet break out area
Autism Spectrum Disorder	• Visual timetables are used to support the organisation of the maths lesson • Visual cues/resources are used to support the child as necessary throughout the session • A learning space is provided that best suits the child • There is a consistent approach to the maths lesson with any changes discussed with the child beforehand • Sensory breaks are given whenever necessary • Mathematical vocabulary is integrated into the lesson throughout, with visuals to support new language • Staff avoid asking specific or direct questions that focus on the child's mathematical understanding that may make them feel uncomfortable • Staff ensure that the child has a clear goal for what they are expected to achieve during the maths lesson
Dyscalculia	• Concrete resources and manipulatives are always made available and are clearly, labelled and accessible • Adults will ensure children understand how to use these manipulatives to support the specific learning goal • If a slideshow is being shown, an individual laptop will be provided so the child can follow the presentation successfully • Key Skills sessions incorporate activities that specifically focus on recall and repeating areas of mathematics the children have already explored • Graph paper can be provided for written calculations (i.e. long division) • Rulers and highlighters will be used to visually support the drawing/organisation of written calculation methods

	• Peer and adult support will be built into the lesson throughout to support any corrections with recording dictated numbers/number formation • Peer teaching will be used as a great way of the child sharing new knowledge that has been learnt
Dyslexia	• Different coloured paper can be provided for any written recordings • A text font size of at least 12 or above is used for any work sheets/PowerPoint presentations • Questions will be short with visual representations (diagrams, pictures, illustrations) to support • Data, charts and diagrams are clearly organised and structured • Specific clear, rounded and spaced out fonts are used on any writing within the lesson • Large spaces for working out will be provided under each question given on a work sheet or in a maths book
Dyspraxia	• A large learning space will be provided • Instructions can be written out for the child, using different colours for each line • Diagrams will be provided before labelling/editing • Children can leave the maths session early to ensure there is time to move in and out of the classroom (break times, lunchtimes, toilet trips etc.) • Children can move around the classroom whenever necessary • When using mathematical equipment, an adult or supportive peer will provide demonstration of how to successfully use the equipment • Adults will ensure they are watching closely for signs of distress and provide a quiet, calm learning environment
Hearing Impairment	• A suitable working space will be agreed upon between the teacher and child in a safe, private conversation before the lesson • Adults within the classroom will ensure the child's hearing aid is turned on before the lesson begins • Adults will ensure they are facing the child when they are talking/giving instructions • Questions and any information given by peers will be repeated clearly to ensure the child has heard what their peers have asked/said • Children will be seated towards the front of the classroom to ensure they have a clear line of vision, especially during the input where the whiteboard will be the main focus
Cognition and Learning Needs	• Learning/Intervention is differentiated to meet the child's specific 'learning gaps' • This will ensure that the task being given to the child matches their individual academic needs • Concrete resources and visual representations will be given to the child to support any mental and written calculations needed • Self-checks can be used at each stage of a task so that children are aware of the tasks required of them and their achievement of reaching this • Key vocabulary and ideas will be addressed regularly throughout the maths lesson to check understanding

	• Information will be repeated clearly, varying the vocabulary used • PowerPoint slides will be simple and uncluttered with key information highlighted • Children may be provided with a 'work-buddy' during peer activities/opportunities • Scaffolding and support may be given by a teaching assistant
Speech, Language and Communication Needs	• Visual timetables, signs and symbols will be used to support communication within the maths lesson • Visual displays (maths working walls) will be used to support understanding of key information • Non-verbal clues will be used to back up what is being said • Any verbal instructions/information will be at a slow, clear pace that matches the child's understanding • Adults will regularly check the child's understanding so that adults can identify any misconceptions or misunderstandings
Visual Impairment	• Anything that is being displayed (PowerPoint presentation, maths working wall) will be large and easily visible from anywhere in the classroom • Children will be able to 'take a break' from their maths learning whenever needed to ensure they are able to focus visually and avoid fatigue • Images and text within any printed work will be enlarged with the recommended font size • Children will be provided with a thicker and darker pencil to ensure their writing is clear • Children may be provided with a larger squared exercise book if preferred.
Physical Impairment	• Resources such as sloped desks, pencil grips, sloped cushions can be used • Alternative methods of recording for example use of IT or scribing can be used to support pupils with physical difficulties
SEMH	• The maths learning environment will be a calm, trusting place where children feel supported with their emotions at all times • Adults working with the child will be aware of any triggers and any ways to further support the child within the classroom • There will be a consistent approach to expectations and behaviour that are based on positive praise.